SIAST
SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

Report on the Youth in Canada and Saskatchewan

Prepared by:

SIAST Research and Development

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1997

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1.0 Youth Population in Canada and Saskatchewan

1.1 Definition of Youth

1.1.1 For labour force purposes, Statistics Canada defines the term ***Youth*** as the population in the 15-24 age category residing in the provinces of Canada.

(Source: Statistics Canada. Population Update, Regina Office, 1997)

1.2 Population Rates

1.2.1 The population results of *Census 96* indicate that the youth of Canada make up 13.4% of the total population. This is a slight decrease from the 14.03% in the *Census 91* statistics for that age group. Table 1 provides the reader with the gender and age breakdown of the Canadian population.

Table 1
1996 Youth population in Canada by age and sex

Age Level	*Number of Population*			*% of total population*		
	Both Sexes	*Male*	*Female*	*Both Sexes*	*Male*	*Female*
15-19	2,024,088	1,037,276	986,812	6.68	6.92	6.46
20-24	2,034,482	1,032,132	1,002,350	6.72	6.88	6.56
Total	4,058,570	2,069,408	1,989,162	13.4	13.8	13.02

Data extracted from larger table
(Source: Statistics Canada. CANSIM, Matrix 6367)

The data collected at *Census 96* is a picture for a single point in time of the demographic, social and economic conditions of the population. The statisticians are cognizant that there is always a percentage of the population which is not counted on census day, and therefore conducts a post-censal study to determine that percentage. The results of the *Census 91* post-censal study determined that Canada's population was 2.9% higher than the population enumerated in the 1991 census. The revised population count in Canada for 1996 will be completed and published in May 1998.

1.2.2 The *Monthly Statistical Review* figures for Saskatchewan report that in July 1997, the population in the Province of Saskatchewan was 1,023,500, which is an increase of 3,900 from July 1996.

(Source: Government of Saskatchewan, Bureau of Statistics. Monthly Statistical Review, Volume 23, Number 10, October 1997)

1.2.3 Statistics Canada reports that the percentage of young adults in the Province of Saskatchewan, between the *Census 1991* and *Census 1996* surveys, has increased by 2.7%. Table 2 provides the reader with a comparison breakdown from both census results.

Table 2
Saskatchewan youth population comparisons 1991-1996

Age Level	1991			1996			Total % differences
		Female	Total	Male	Female	Total	
15-19	37,210	35,940	73,150	39,320	37,275	76,595	+4.7%
20-24	32,315	32,175	64,490	32,670	32,085	64,755	+.4%
Total	69,525	68,115	137,640	71,990	69,360	141,350	+2.7%

(Source: Statistics Canada. Population Update, Regina Office, 1997)

Comparing the population by age categories, we note, that in 1996, the 10-14, 15-19, and 20-24 age groups have increased over the 1991 figures. However, when we compare age cohorts, we find that the 15-19 age category in 1991, which moved into the 20-24 age category in 1996, has actually decreased by 11.5%. This is illustrated in Table 3.

Table 3
Comparisons of population cohort in Saskatchewan

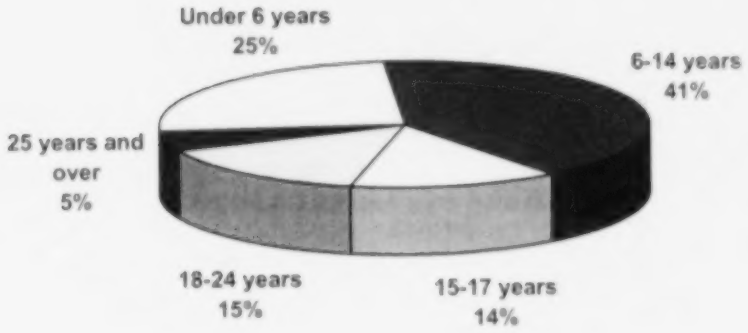
1991 Census Total		1996 Census Total		2001 Census Total
10-14 78,045	→	10-14 80,290	→	
15-19 73,150	→	15-19 76,595	→	15-19
20-24 64,490	→	**20-24 64,755**	→	20-24
		25-44		25-44

The reader is alerted to the fact that the *Census 96* figures for the 10-14 age level in the province are significantly higher than the *Census 91* figures in the same age category. This group will become part of the youth of the province in a few years..

1.2.4 Statistics Canada reports that *economics* is the deciding factor why many young, unmarried adults continue to live with their parents. According to the figures from *Census 1996*, about 51% of Saskatchewan adults aged 18 - 24 live with a parent.

Figure 1 provides the reader with the 1996 data of those children in Saskatchewan who were living at home and who never married. Of the Saskatchewan population of 328,230 unmarried children living at home, 29% were in the 15-24 age category. The 1996 figures are slightly higher for the 15-24 year olds [by 8.35%] than similar age levels from *Census 91*.

Figure 1
Percentage breakdown of unmarried Saskatchewan children living at home in 1996



(Source: Sask-Trends Monitor, Volume XIV, Number 10, October 1997)

According to Statistics Canada, there any many benefits to young adults continuing to live at home. Three of the benefits are that they can:

a) invest in further education without the worry of establishing an independent household;
b) contribute to the physical and financial maintenance of the household;
c) provide companionship to aging parents.

1.2.5 Statistics Canada, in the *Report on the Demographic Situation in Canada, 1994*, reports that with the high rate of marriage breakdowns and remarriages in Canada, there are many *blended families*. Blended families

are considered to be remarriages (and include common-law unions) where the spouses have brought children from previous marriages.

Data from the *1990 General Social Survey* reports that 10% of all families in Canada with children under the age of 19 were of blended families.

(Source: Statistics Canada, Canadian Social Trends, Number 38, Autumn 1995)

1.2.6 The Sask-Trends Monitor, in June 1995, reported on the youth out-migration from the rural areas in the province. The article stated that the movement of the youth from this area will have a significant long-term impact on the rural areas. The number of births will decrease and the enrolment in the local schools will decline, which may affect the decision to close many rural school divisions. According to the report, only the more vibrant rural communities will survive.

The report accessed data from the Saskatchewan Health Covered Populations surveys, and compared the 1984 and 1994 population rates in rural Saskatchewan. The statistics record that 27.1% of those aged under 25 had left the province in the ten-year span, 1984-1994.

The October 1997 report states that in September 1997, 4,509 people moved into Saskatchewan, whereas 5,444 people moved from Saskatchewan to other provinces. This indicates, therefore, that Saskatchewan lost 935 of its population, through migration. The lost population figure is then readjusted when births, deaths, and international migration figures are taken into account.

(Source: Sask-Trends Monitor, Volume XII, Number 6, June 1995 and Sask-Trends Monitor, Volume XIV, Number 10, October 1997)

2.0 Education Attainment of the Youth

2.1 Education Levels

2.1.1 Statistics Canada reports, in *Canadian Social Trends*, that the demand for an educated population in Canada is greater today than it ever was. The report states that, in 1867, 44% of those aged 5-24 were enrolled at school. In 1921 that figure increased to 58% and in 1970 the figure was 70%.

In 1996, the enrolment figures for 15-24 year olds was 56.5%, an increase of 9% from the 1989 figures.

(Source: Statistics Canada, Canadian Social Trends, Number 29, Summer 1993, and Human Resources Development Canada, Labour Market Developments in Canada, February 1997)

2.1.2 One of Saskatchewan Education's goals, identified in *Update 1996*, is to ensure that Saskatchewan students graduate with a Grade 12 diploma. The department acknowledges that a Grade 12 education means more opportunities for Saskatchewan young adults to enter post-secondary training and eventually compete in the world of work. Table 4 compares the Saskatchewan graduation/completion rates in the years 1980/81 and 1991/92.

Table 4
Saskatchewan grade 12 graduation/completion rates
1980/81 and 1991/92

Year	*Graduation/Completion Rates (%)*	*% of Students who returned to take at least one class*	*Non-Completion rate - based on those who did not return to take further classes (%)*
1980/81	78.4	11.4	10.2
1991/92	77.5	13.7	8.8

(Source: Government of Saskatchewan, Saskatchewan Education Indicators : Update 1996 ISBN 0-921291-56-6)

2.1.3 The February 1997 Human Resource Development Canada (HRDC) - Applied Research Branch, prepared a report *Labour Market Developments in Canada*, which reported on the high school graduation rates of the youth in Canada. Table 5 below indicates the high school graduation rate of those aged 22-24 in Canada as well as the provinces. Of the ten provinces, Ontario has the highest rate, with Saskatchewan the next province.

Table 5
1995 high school graduation rate of youth aged 22 - 24

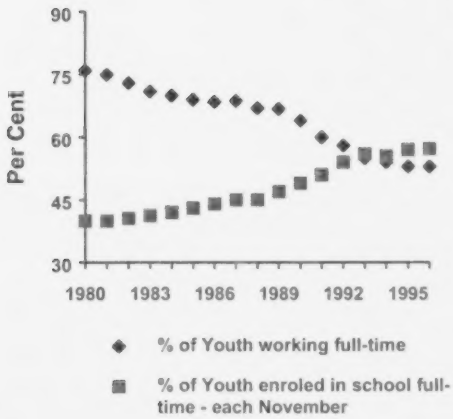
	Men %	Women %	Total %
Canada	**81**	**89**	**85**
Newfoundland	76	82	79
Prince Edward Island	76	85	80
Nova Scotia	82	88	85
New Brunswick	80	91	86
Québec	76	86	81
Ontario	84	92	88
Manitoba	78	91	84
Saskatchewan	**84**	**91**	**87**
Alberta	82	91	86
British Columbia	85	88	86

(Source: Human Resources Development Canada. Labour Market Developments in Canada, February 1997)

2.2 Enrolment in Education

2.2.1 Between 1982 and 1992, the enrolment of the youth in full-time attendance at school rose from 40- 56%. By 1996 the rate had increased to 57%. For 1996, Ontario had the highest rate of students in full-time attendance, with Alberta the lowest, at 50.5%. A reason for Ontario having more students at school could be that the province's senior matriculation is Grade 13 while most other provinces is Grade 12. Figure 2 compares the % of youth enroled in school full-time with the % of those working full-time between 1980 and 1996.

Figure 2
Percentage of youth enroled in school full-time or working full-time



(Source: People Patterns Consulting, Provincial Employment Conditions and Rankings for Youth 15-24, May 1997)

2.2.2 According to Ken Smith, Registrar at the University of Saskatchewan, full-time enrolment at the university dropped by 3% over last year's figures. Questioned about the 6.1% tuition hike for 1997-98, Smith believes the decline in enrolment "is due to something other than the tuition increase". University officials are of the opinion that the improvement in the provincial economy may have created opportunities for Grade 12 students, other than post-secondary education.

Even with an increase in tuition fees of 6.5%, full-time enrolment at the University of Regina has increased by 3% over last year's figures.

The national average of tuition fee increases is 9%.

(Source: The Leader-Post, August 26, 1997)

2.2.3 Enrolment at SIAST in the first quarter, July to September 30, 1997 realized a decrease, mainly in the Adult Basic Education programs, compared to the same period in 1996. Full-time enrolment was down 7.6%, part-time 2.5%, Extension courses enrolment 2.4%. Overall the full-time equivalent

enrolment was down 4%. Enrolment in the certificate and diploma programs remained stable.

(Source: Research and Development, SIAST)

2.2.4 The *NewsWatch MLA Report*, states that, in 1996, 90% of Saskatchewan 22-24 year olds are high school graduates and close to 24% of those aged 18-24 in the province are enroled full-time at University. The report also states that over 90% of SIAST's and 91% of the University of Regina's graduates are employed in Saskatchewan. Both these facts rank Saskatchewan "top of the class" when compared to other provinces in Canada.

(Source: "MLA Report" NewsWatch, September 19, 1997)

2.3 Student Loans

2.3.1 According to the University of Saskatchewan's Student Association, the provincial government should release the six-month old task report it conducted on the student loan system. The Association claims the present loan system in the province is a deterrent for students wanting to attend or continue with post-secondary education.

Post-Secondary Education Minister Joanne Crofford announced that the report will be released in mid-December.

The Canadian Alliance of Student Associations (CASA) is calling for reform of the federal student loan program.

Minister Crofford states that the provincial loan program has to link with national loan reform and that a "pan-Canadian approach to the student loan, student debt problem" is under development.

(Source: Star Phoenix, November 13, 1997)

2.3.2 The Canadian Alliance of Student Associations (CASA) has a plan, titled *income sensitive,* that will assist students repay their education loans. The plan calls for student loans to be paid over 15 years, with the federal government supplementing the monthly payments. The amount the student pays, though sensitive to income, would be based on the principal amount amortized over fifteen years.

An opposing student organization disagrees with the *income sensitive* plan.

(Source: Star Phoenix, November 7, 1997)

2.3.3 When eighteen of the world's most powerful leaders meet at the *Asia Pacific Economic Co-operation (APEC)* trade group meeting in Vancouver in late November, hundreds of young activists plan to be there, to protest. The activists are fearful though that their protest may actually aggravate the oppressive working conditions that exist in the Third World APEC countries, as wealthy powerful Western nations continue to expand their "economic might" in the Asian countries.

One protester, a seventeen year old, concerned about both rising tuition fees and declining employment, believes that the trade pact, like the Canada-U.S. free trade agreement "threatens to aggravate both situations".

A Toronto Star media columnist, working on a book on corporate resistance states that "Young people are bringing a level of sophistication unseen in activism's 1960's heyday."

(Source: Star Phoenix, November 7, 1997)

2.3.4 Addressing university student leaders at a conference on financial aid, Peter Godsoe, Chairman of Scotiabank, stated that the present student loan system in Canada, which accounts for 60% of student aid debt, doesn't work and that a national alternative should be developed. With debt loads tripling in the past seven years, the rate of defaults on student loans is a major concern to banks and governments. The student leaders encouraged the banks to take a more responsible role and explain to students the rules of *lines of credit* and *full-fledged student loans*.

(Source: "News and Views" University Manager, Volume 5, Number 4, Fall 1997)

2.4 Education and Employment

2.4.1 Students who leave high school without graduating are at a disadvantage in the labour market. Warren Clark, in his article *School Leavers Revisited*, compares the data from both the **School Leavers Survey 1991** and the **School Leavers Survey Follow-up 1995**. *School leavers* is defined as those who had not graduated from high school and were not attending school. Clark reports that the 1991 survey interviewed 9,460 school-leavers across Canada in the 18-20 age category, and in 1995 re-interviewed 6,300 of these young people who then were in the 22-24 age category. In 1991 the figure of those who did not complete high school was 18% of 20 year old Canadians. The percentage decreased to 15% in 1995 because 3% of the school leavers had gone back to school and upgraded.

Young adults who did pursue further education had a better chance of employment. For example, in 1995, the unemployment rate for female leavers was 30%, compared to 10% for those women who had graduated from high school and continued with post-secondary study. Clark informs the reader that overall the unemployment rates for the entire labour force dropped from 10.4% to 9.5% between 1991 and 1995. Therefore, in 1995, the unemployment rate of 30% for women who did not graduate, is approximately 20% than the overall unemployment rate. This is quite significant, according to Clarke. Table 6 outlines the labour force participation and unemployment rates for the three categories - school leavers, high school diploma graduates, and those with further education beyond the high school diploma, for the 22-24 year old cohort that was studied.

Table 6
1995 Canada unemployment rates for high school leavers and graduates

	% of High School Leavers	*High School Graduates*	
		% Without further education or training	*% With further education or training*
Labour force participation rates[1]			
Total	81	85	84
Men	91	92	84
Women	63	77	84
Unemployment rates[2]			
Total	21	13	11
Men	17	14	11
Women	30	11	10

[1] *Percentage of people who were either working or unemployed and actively looking for work and available for work.*
[2] *Percentage of labour force participants who were unemployed and actively looking for work and available for work.*

(Source: Statistics Canada. School Leavers Follow-up Survey, 1995)

The report indicates that most of the young people surveyed in both the *School Leavers* and *Follow-Up Surveys* are aware of the importance of further education and training, and therefore intend to pursue further study (high school diploma or post-secondary training) between 1995 and 2000.

Clark reports that, admission to the majority of post-secondary programs requires students to have a high school diploma so that they have a strong knowledge base in order to grasp the skills and technology required to complete their program of study and eventually find employment in the labour market.

(Source: Clark, Warren. "School Leavers Revisited" Canadian Social Trends, Number 44, Spring 1997)

2.4.2 The Human Resource Development Canada (HRDC), Applied Research Branch report - *Labour Market Developments in Canada* highlighted labour market developments in Canada. The report is very detailed and begins with a list of eight current perceptions of the labour market, such as: *Canadian workers are increasingly insecure; disappearance of "good jobs"; dismal job prospects for youth; and the pay-off from education no longer what they used to be.* The report is divided into four parts:

The Changing Job Market; Labour Market Outcomes; Looking Ahead; Conclusions

In the *Outcomes of the Labour Market Developments in Canada*, HRDC reports that, in 1995, most young Canadians graduated from high school. The report states that:

- *by the time young Canadians are in their early 20's, only one in seven of them had left high school without graduating;* and
- *women are more likely than men to graduate from high school.*

(Source: Human Resources Development Canada. Labour Market Developments in Canada, February 1997)

2.4.3 The *Saskatchewan Training Strategy*, introduced by the provincial government in April 1997, is a new approach to Saskatchewan training and employment.

What's New, the New Careers Corporation Newsletter, reports that the two reasons the training strategy was introduced were:

- the withdrawal of the $47 million, by the federal government, from post-secondary education and training over the next three years;
- many of the unemployed labour force of over 30,000 do not have the proper technological skills necessary to meet the demand by industry.

A common theme "our skills, training programs and services must link directly to employment and to the workplace" was evident in the consultations conducted by the Post-Secondary Education and Skills Training Division, prior to development of the training strategy.

Source: "What's New" New Careers Corporation Newsletter, Summer 1997)

2.5 Transition to Work

2.5.1 The *Association of Community Colleges of Canada (ACCC)*, in June 1997, published its report on *Student Success and Retention*. The report, recognizing the continuous changes in the world and the continuous learning demands to keep up, states that there should be more emphasis on the transitions between learning and work, rather than the transition from school to work. The writers praise the North American model which makes it easy for young people to "drop" in and out of school, which is, the report states, a component of the concept of lifelong learning.

The report emphasizes the importance of *student retention* and states that "*If student retention means helping learners meet and complete their learning objectives, then no topic could be more important for us to consider.*"

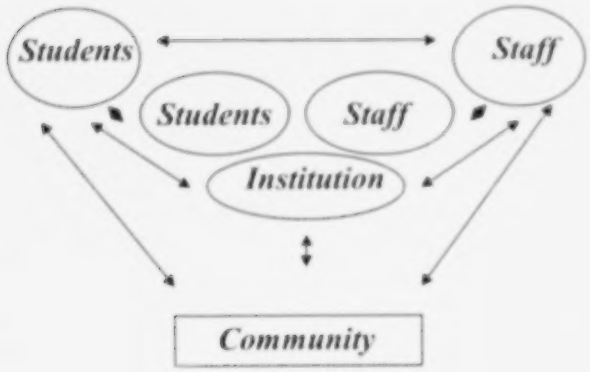
The writers of the report indicate that they are well aware the definitions of *success* and *retention* are complicated and could mean different things to different people. In that regard, the report looks at *success* and *retention* from the perspectives of a) the student; b) the education institution; c) the Government; and finally d) the public. In this review, one common theme is evident - that of goals or goal attainment. The report states that *for the student* these goals are personal, subject to change and difficult to assess; *for colleges* these are described by their mission and mandate; *for governments* the goals are determined by the reason for the colleges to exist, and *for taxpayers* by their economical and political concerns.

The writers of the report recognize that the student and the institute are integral to the success of the goals and goal attainment of students, and therefore developed a model titled *Putting Success and Retention in Context.* The model provides for a relationship network, with the theme very much in common with the conceptual framework used in student success and retention research.

According to the report, the networking model "...conceptualizes how quality relationships between the three main components of an institution: (1) its students, (2) its staff, and (3) the community, contribute to improved

student success." The report provides guidelines for the success of each network string. Figure 3 is a view of the networking model.

Figure 3
Networking Model : Key Relationships



(Source: Association of Canadian Community Colleges. 100% Success : Just Say "Yes" to Success. Report of the Association of Canadian Community Colleges Task Group on Student Success and Retention, June 1997)

2.5.2 The HRDC, *Applied Research Bulletin* states that there are several types of transition directions young people make between school and work, not only the assumed traditional direction which is *school to work*.

The following examples of the transition directions, according to the report are: *some youth go to work, then pursue education while working,* or *others work, then quit temporarily to study.*

The report used the data from the *School Leavers Survey 1991* and *Follow-Up Survey, 1995.*

The *Applied Research Bulletin* reports that four out of ten high school graduates (42%) continued to university education; 29% (three out often) continued training at a college; and, of those who did not graduate from high school, 12% attended a vocational or trade school, and 8% attended another type of college.

(Source: Human Resources Development Canada. Applied Research Bulletin, Volume 3, Number 2, Winter-Spring 1997)

2.5.3 *Take Our Kids to Work* has the support of the provincial government. *The Government of Saskatchewan News Release* reports that, on November 5, 1997, both the Lieutenant-Governor Jack Wiebe and Premier Roy Romanow [along with many other working adults] hosted 14 year old students at their workplaces. The *Take Our Kids to Work* program, which began in Ontario in 1994, and has spread throughout the country, is an opportunity for students to experience the reality and demands of the work world.

In Saskatchewan, about 4,000 students accompanied an adult to work. Education Minister Pat Atkinson stated that the program is part of the middle years curriculum in the K-12 schools, and "sets the stage for our transition to work programs."

(Source: Government of Saskatchewan, Post-Secondary Education and Skills Training News Release, "Government Supports Take Our Kids to Work Today" November 5, 1997, http://www.gov.sk.ca/newsrel/1997Nov/532.97110505.html)

2.5.4 The September 1997 *Saskatchewan Training Strategy Update*, highlights the activities accomplished since the *Training Strategy : Bridges to Employment* was announced in April 1997. In response to Goal #1 - *Develop a Skilled Workforce Relevant to Saskatchewan's Labour Market*, the update reports that one of the accomplishments to date is the two-year $3.1 million pilot project that provides counselling services, education, training and work experience for youth aged 18-21 who are on social assistance. The long-term goal, the update states, is to prevent and reduce the long-term dependency on welfare.

(Source: Government of Saskatchewan. The Saskatchewan Training Strategy Update, September 1997)

2.5.5 In the *Throne Speech*, opening the fall session of the 36th Parliament, Governor General Romeo LeBlanc identified that a challenge for the Government of Canada is to "*... make sure that our young generation makes a successful transition to the world of work, that young people who want to continue to learn have access to education, and that young people who found it difficult getting started in the workplace get a second chance.*"

One of the Government's goals is to "*... work with the provinces, universities and colleges, the high-tech industry and other rapidly growing sectors to better forecast the number and types of jobs that will be available and to develop a plan for ensuring that people are appropriately educated to fill them.*"

(Source: Government of Canada. Speech from the Throne to Open the First Session Thirty-Sixty Parliament of Canada, 1997)

2.5.6 In 1994, 300 young Canadians became involved in a three-year *Environmental Youth Internship Project*, sponsored by the Canadian Council for Human Resources in the Environment Industry. The participants, unemployed 18-24 high school graduates, began three years of combined classroom and on-the-job training. At the end of the three years, the graduates will have the skills necessary to meet current industry standards to work in technician-level positions. The students will graduate from the program in December 1997. A second similar project began in 1996, with the participants expected to graduate in 1999.

Both projects are considered pilots and are funded by Human Resources Development Canada (HRDC). The projects are partnership agreements with HRDC, post-secondary institutions, and Canadian environmental associations. With the first pilot project, tuition fees for students and wage subsidiaries for industry, are paid. With the second pilot project, only the tuition fees for the students are paid.

Though the attrition rate for both pilots, at the end of each first year, is in the area of 20%, the programs are, nevertheless, considered successful. A one year evaluation is currently underway for both programs.

(Source: "Council helps put young Canadians to Work" Changing Times, Volume 1, Number 3, Fall 1994 and http://www.chatsubo.com/cchrei)

2.5.7 The *Real Game* is a learning program designed to show students the reality of the working world. The program prepares students for a changing world and shows them the relevance of what they learn in school. The game is made up of 18 different 30 - 120 minute activity sessions that simulate various aspects of adult life, from losing a job to managing a budget. The students use the math, research and English skills that they learn in school.

The program was developed with about $500,000 in government grants and loans, and marketing assistance from the New Brunswick-based National Life/Work Centre.

The program is so successful that it has been adopted as part of the regular curriculum in Saskatchewan classrooms.

(Source: "The Game of Life" Chatelaine, Volume 70, Number 3, March 1997)

2.5.8 Recently the Government of Canada announced nineteen youth employment projects for Saskatchewan, worth $26 million. According to Ralph

Goodale, Minister for Natural Resources, the community-based projects "focus on the needs of the youth who face serious disadvantages as they attempt to enter the workforce." The projects are part of the federal Youth Employment Strategy (YES) training programs designed to provide the youth with the technology skills needed to be successful in the workforce.

To date $6.5 million has been awarded to Saskatchewan. One of the programs was awarded to train eight aboriginal high school graduates in computer systems and technology. George Lafond, Saskatoon Tribal Council Chief, is optimistic the program will lead to employment for the graduates, and states "The major barrier to success is lack of education, which separates people into haves and have-nots."

(Source: Star Phoenix, November 8, 1997)

3.0 Literacy

3.1 Literacy and Employment

3.1.1 In 1994 an International Adult Literacy Survey (IALS)was conducted to determine the level and distribution of the literacy of adults, as well as investigate and compare factors relevant to literacy in a variety of countries. The study, supported by the Organization for Economic Co-operation and Development (OECD) and Statistics Canada, was conducted with seven countries - Canada, Germany, Netherlands, Poland, Sweden, Switzerland and the United States. About 5,700 Canadians responded to the survey (4000 in English and 1,700 in French). The number of respondents that completed the survey in the other countries varied from 2100 (Germany) to 3,100 (United States).

Prior to the IALS, literacy was determined as the *literate* and the *illiterate*, with the highest level of schooling determining the level. The IALS termed literacy "as the ability to understand and use printed and written documents in daily activities to achieve goals, and to develop knowledge and potential." The IALS developed adult literacy scales in three reading components - *prose, document,* and *quantitative skills* and established five skill levels with level 1 being the lowest literacy level and level 5 the highest. According to the literacy report, the three literacy areas *prose, document,* and *quantitative,* are distinct:

- *prose literacy* - is the ability to read, understand and use information gleaned from reading;

- *document literacy* - is the ability to assess the skills needed to understand forms [example: application forms, bus schedules, maps, tables];
- *quantitative literacy* - is the ability to find, understand and use mathematical operations embedded in texts [example: balancing accounts or checking invoices].

The report indicates that those with higher level literacy skills are rewarded in the labour market, while those with the lower level literacy skills are penalized.

Statistics Canada, in reviewing the Canadian data, were alarmed when the results determined that a substantial number of Canadians scored in level 1 and 2, of the five literacy levels, in all three scales. The results indicated that, although 20% of adults scored in the higher levels 4 and 5, 40% scored in levels 1 and 2. This, the statisticians state, is a concern when the level and type of jobs in Canada require those with strong literacy skills.

(Source: Statistics Canada. Literacy Skills of Canadian Youth, September 1997 and Statistics Canada. Canadian Social Trends, Number 46, Autumn 1997)

3.1.2 J. Douglas Willms, in the report *Literacy Skills of Canadian Youth*, used the data from the IALS to examine the literacy skills of the youth in Canada, those who are "in transition" from completion of their formal education and entering the workforce. In the study, Willm's bases his analyses on a social mobility model often used by sociologists. The model presumes that education levels and occupational attainment are determined by educational experiences and family origins. He states that children from wealthier families are more likely to obtain quality education and have the financial resources to pursue further education.

In the analysis, Willms was able to separate the data into provincial jurisdictions and determine each province's literacy levels. Willms, in studying the literacy skills of the youth in Canada, concluded that:

- the literacy skills of Canadians over 45 were significantly lower than those aged 16-45. The socioeconomic background, years of education, and if first language and test language were the same, were factors;

- in *prose literacy* the females scored higher than males, in those aged 16 years and older;
  in *document literacy* there was no differences between the sexes of those 16-25;
  in *quantitative literacy* the males scored higher than females in those aged 16 to 25;

- level of education had a significant impact on literacy scores - it is the strongest predictor of literacy scores;
- Manitoba and Saskatchewan scored higher than the other provinces -- more than one year of schooling above the national average;
- the distribution of literacy skills, along social class lines, was considerably more equitable in Quebec and the Prairies than in the other provinces;

Willms' report provides the reader with many graphs and charts showing the literacy levels. An example of these are: *literacy scores by age, by sex and by type of literacy.* Figure 4 provides the reader with the average literacy scores for the youth, by province.

Figure 4
Average literacy scores for youth, by province

(Source: Statistics Canada. Literacy Skills of Canadian Youth, September 1997)

As noted in the figure, four plots are indicated for each province. These are:

- *unadjusted average* - expressed as a deviation from the national average, and suggests that there is substantial variation among the provinces;

- *adjusted for sampling error* - factors, such as family, school and community influences may account for the variation among provinces in this column;
- *adjusted for sampling error and respondents' background* - the estimates better indicate the effects associated with school, though the variation among provinces is probably due to social and economic influences external to the school;
- *adjusted for sampling error, background, employment and education* - the estimates better indicate the impact of schooling on literacy scores. Years of schooling and occupational success reduced the SES (socio economic status) from 0.282 to 0.191, which suggests that parental background inequalities attribute to these factors.

3.1.3 Warren Clark, in his article *Adult Literacy in Canada, the United States and Germany*, writes that the majority of Canadians have adequate literacy skills and that the skills are slightly higher than those of Canada's largest trading partner, the United States of America.

Older adults tend to have lower literacy skills than the younger adults. Also, in the comparison of Canada, the United States and Germany, older adults had less formal education than younger adults. Literacy skills are first developed at primary and secondary school and enhanced in the workplace. For older adults, their early schooling was many years ago and the literacy skills may not have been used frequently and therefore deteriorated. Whereas for the young, their schooling was more recent and the literacy skills taught would be fresher in their minds.

Clark indicates that those with lower level literacy skills have a harder time securing employment; are more vulnerable to being laid-off; and have difficulty in being re-employed. A comparison between Canada, the United States and Germany of unemployed adults with low literacy skills is identified in Table 7.

Table 7
Percentage of adults with level 1 literacy skills, who are unemployed

Country	Employment Status	Prose Literacy	Document Literacy	Quantitative Literacy
Canada	Employed	11	12	11
	Unemployed	33	30	33
	Student	11	8	8
	Other - out of labour force	29	38	33
United States	Employed	15	18	16
	Unemployed	32	36	37
	Student	--	--	--
	Other - out of labour force	32	37	31
Germany	Employed	11	5	4
	Unemployed	26	18	10
	Student	5	5	4
	Other - out of labour force	20	15	11

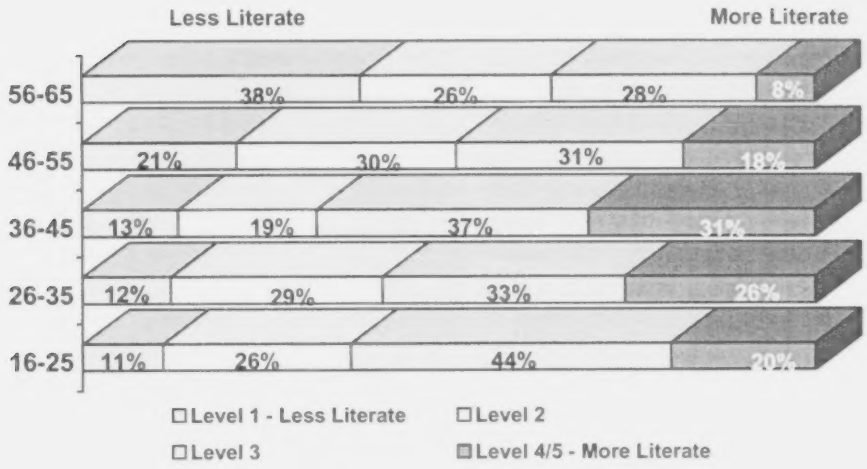
-- Data not reliable to publish

(Source: Statistics Canada. Canadian Social Trends, Number 43, Winter 1996)

Clark states that, as well as affecting those individuals with low level skills (both economically and socially), there is also a significant impact on the economic productivity of the country and its ability to operate globally. In the workplace, more and more employees are expected to read, understand and use printed materials in a variety of formats. Governments, employers, communities and individuals, Clark states, have a role to play in improving literacy skills to meet the demands of a modern society.

Figure 5 outlines the level of literacy of Canadians in the *prose literacy scale.*

Figure 5
Levels of literacy of Canadians - prose literacy scale



Extracted from larger figure
(Source: Canadian Statistics. Canadian Social Trends, Number 46, Winter 1996)

3.1.4 Susan Crompton, in her article *The Leisurely Pursuit of Reading*, states that almost 40% of adult Canadians spend one and a half hours a day in leisurely reading, which probably helps them retain or improve their literacy skills.

Crompton used the data from the *1992 General Social Survey*, and reports that:

- readers with less than high school education spend an overage 87 minutes a day reading, while university graduates spend 82 minutes;
- women read books which are unrelated to their education level, while men's book reading is linked to their education;
- 29% of men and 23% of women read newspapers;
- 20% of women while11% of men read books;
- 60% of women and 45% of men stated that the last book they read was fiction;
- compared to 30% of those aged 25-44 and 43% of those aged 45-65, 56% of those 65 years and older take the time to read each day.

(Source: Crompton, Susan. "The Leisurely Pursuit of Reading" Statistics Canada. Canadian Social Trends, Number 46, Autumn 1997)

3.1.5 The implementation plan for *The Saskatchewan Training Strategy : Bridges to Employment* recognizes that Saskatchewan residents need basic education skills for employment, skills training and post-secondary education. Some basic education programs focus on life skills development and literacy. Included in the action plan of the *training strategy,* dealing with basic education, is:

- increase funding and introduce a Literacy and Basic Education Links to Employment fund;
- implement a provincial basic education program to address the learner's need for language, literacy, academic upgrading and employability skills.

(Source: Government of Saskatchewan. The Saskatchewan Training Strategy : Bridges to Employment, April 1997)

3.1.6 In April 1997, the *Saskatchewan Labour Force Development Board (SLFDB)* presented its report *Challenges in a Changing Workforce*, to the Minister of Post-Secondary Education and Skills Training. The Minister had requested that the Board respond to six specific areas from the *provincial training strategy*. One of the key areas was "retraining and updating the current workforce"

Throughout the discussions and consultations for the provincial training strategy, common themes on the future of the provincial training system emerged: *transferability, portability, equity, accessibility, partnerships, prior learning assessment and recognition, diverse models of development and delivery, integrating human resource planning, accountability* and *innovations built on established best practices.*

In responding to the Minister regarding area "retraining and updating the current workforce", the SLFDB reports that accessibility is key to the success of this strategy. The results of a survey conducted in 1994 by Statistics Canada on *Participation in Employer-Supported Adult Education Training,* indicated that:

- the workforce are at various skill levels;

- the ability to access retraining and updating is not consistent for all employees - some are left to take care of their own retraining and updating needs.

The SLFDB reports that, with the dramatic change in the knowledge and skills required of employees to continue to do their job, an increasing level of literacy is fundamental when retraining and updating employees. The *1994 International Adult Literacy Survey* reports that:

- nearly 40% of adults in the Western provinces were below the minimum levels of literacy required to work in the workplace; and

- one-third of the adult population were at the minimum literacy levels

According to the SLFDB, the training strategy should ensure workplace literacy becomes a long-term goal and that a number of opportunities in the provincial training system should be developed to increase literacy levels , rather than only into institution-based Adult Basic Education programs or isolated literacy programs. The SLFDB recommends that *"there be deliberate and ongoing support to increase literacy levels of the current and future labour force."* The writers of the report acknowledge that there are currently a variety of financial benefits and options available to encourage individuals and employers to support training and life-long learning.

(Source: Saskatchewan Labour Force Development Board. Challenges in a Changing Workforce : Suggestions for Change, April 1997)

3.1.7 The *Conference Board of Canada*, in an attempt to determine if literacy levels in the work place improve employers' bottom line performance, as well as help employees succeed, surveyed 40 employers as well as analyzed data from the International Adult Literacy Survey (IALS).

The results of the CBC survey confirm that enhanced literacy skills benefit both the employer and the employee.

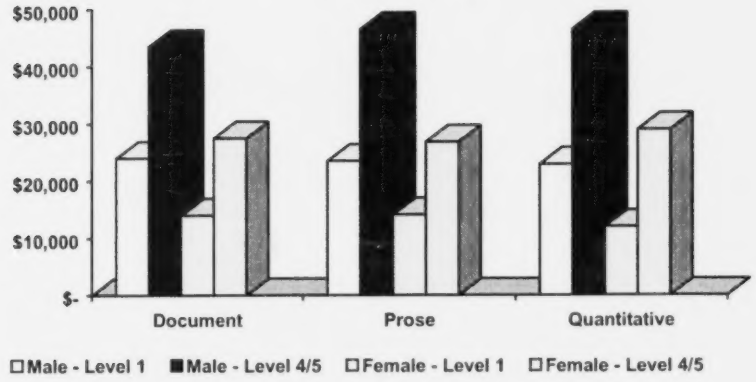
Employees are more empowered; their self-esteem and self confidence is greater; and they take on decision-making and leadership roles in their organizations. Also, chances of promotion and the ability to earn more income, is open to them.

Employers benefit when time is reduced to complete tasks and process information; customer and employee retention is increased, and less absenteeism is evident; as well as better team performance and improved labour-management relations.

The report *The Economic Benefits of Improving Literacy Skills in the Workplace*, reports that higher level literacy skills improve employment opportunities for both males and females. Also, that employees at this level are more likely to receive further training and education.

Figure 6 shows the average annual income for females and males by the three literacy scales - *prose, document,* and *quantitative.*

Figure 6
Average annual income by literacy levels



Combination of two tables.
(Source: The Conference Board of Canada. The Economic Benefits of Improving Literacy Skills in the Workplace, Number 206.97 Report, August 1997)

3.1.8 The graduates of the Kelsey Campus Adult Basic Education Program praise the instructors and tutors for their dedication in upgrading the literacy skills of the students in the program. The article in the *Star Phoenix*, during *Literacy Week* highlighted the accomplishments of some of the students in the program. The ABE program has both learning and literacy centres where students from a reading level of grade 6 can access help. On any given day there are usually 40 students seeking help at the literacy centre. The Basic Education 10 course offers literacy, academic, GED, job readiness and personal development programming. The literacy centre at Kelsey Campus is linked to READ Saskatoon and the Saskatoon Literacy Coalition.

The article in the newspaper also highlighted the variety of centres in the city where help is available.

(Source: The Star Phoenix, November 1, 1997)

3.1.9 As a dyslexic teenager in a special class, Barbara Littletent endured teasing, which added to her burden to overcome her disability, and eventually she dropped out of school. Littletent's attempts at employment often ended in

failure because she couldn't read. Eighteen months ago she enroled in the Adult Basic Education program at Kelsey Campus and is very grateful for the encouragement and support of the instructors. Littletent is very happy with her progress. She has learned to read and write and was recently honored at the Literacy Awards dinner in Saskatoon, along with the READ Saskatoon adult literacy program.

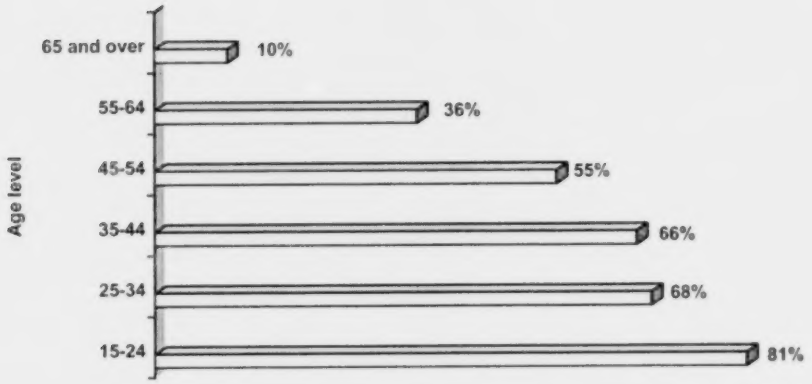
(Source: Star Phoenix, November 7, 1997)

3.2 Computer Literacy

3.2.1 The *Canadian Social Trends,* in the article on the *Information Highway,* indicates that the advances in telecommunications and computer technology - the information revolution - can be compared to the industrial revolution 100 years ago. The report states that Canadians are very adaptable to new information technology products and are more computer literate than they ever were. Author, Jeffrey Frank, states that the 1994 General Social Survey (GSS) indicates that 56% of adults use a computer, an increase of 9% from 1989. Frank reports that, because most students are exposed to computers in school, the youth are the most computer literate of all Canadians. He states that 81% of those aged 15-24 use a computer. As the age level of the population increases, the percentage of computer literacy decreases. Only 10% of those in the age category 65+ are computer literate.

The increase in computer use will modify the way education and training have been taught. CD-ROMs are very common now in the traditional classroom, and this medium will allow for classes, normally taught through correspondence, to be offered through computer networks. There are major advantages to students having the ability to interact with the instructor and each other via the computer. Figure 7 compares the computer literacy levels of the different age groups.

Figure 7
Literacy levels of different age groups



(Source: Statistics Canada. "Preparing for the Information High" Canadian Social Trends, Number 38, Autumn 1995)

3.2.2 *Newsweek* in a poll of 12-17 year olds, in March 1997, reports that teenagers are quite comfortable and upbeat about technology's impact on their lives. The article *Teenagers and Technology* reports that:

- *89% of teenagers use computers at least several times a week;*
- *61% of teenagers surf the net, with the males edging out the females by 66% to 56%;*
- *92% of teenagers think computers will improve their educational opportunities;*
- *28% of teenagers believe that technology isn't helping, or worse, actually harms the environment;*
- *71% of teenagers want to talk to, rather than type into their computers;*
- *98% of teenagers credit technology for making a positive difference in their lives.*

(Source: "Teenagers and Technology" Newsweek, Volume 29, Number 17, April 28, 1997)

4.0 Labour Force Statistics for the Youth

4.1 Definitions

4.1.1 The following are Statistics Canada definitions:
Labour Force - those who are 15 years of age and over who are employed, or unemployed but want to work;
Employed - those who are working;
Unemployed - those who are not working but who are looking for work;
Employment Rate - number of employed persons expressed as a percentage of the population 15 years of age and over. The employment rate for a particular group (age, sex, marital status, province, etc.) is the number employed in that group expressed as a percentage of the population for that group;
Participation Rate - total labour force expressed as a percentage of the population aged 15 years and over. The participation rate for a particular group (for example, women aged 25 years and over) is the labour force in that group expressed as a percentage of the population for that group.
Unemployment Rate - number of unemployed persons expressed as a percentage of the labour force. The unemployment rate for a particular group (age, sex, marital status, etc.) is the number unemployed in that group expressed as a percentage of the labour force for that group.

(Source: Statistics Canada. Guide to the Labour Force Survey, January 1997)

4.1.2 In 1995, Statistics Canada changed the definition of *part-time* work. The definition had included part-timers as those who *usually work fewer than 30 hours per week,* or, *did not consider themselves as full-time.* The new definition reports part-time workers as persons who *usually work fewer than 30 hours per week at their main job [even if the total hours of the multiple jobs is 30 hours or more].*

Under the new definition, the percentage of employees now classified as part-time increased by 2% at the national level and a significant increase of 4% at the provincial level.

(Source: Sask-Trends Monitor, Volume XIII, Number 2, February, 1996)

4.2 Youth Employment

4.2.1 In the *Labour Market Outcomes* of the *Labour Market Developments*, HRDC reports that **the participation rate for youth in the labour force is declining.** The writers present three observations regarding the participation rate. These are:

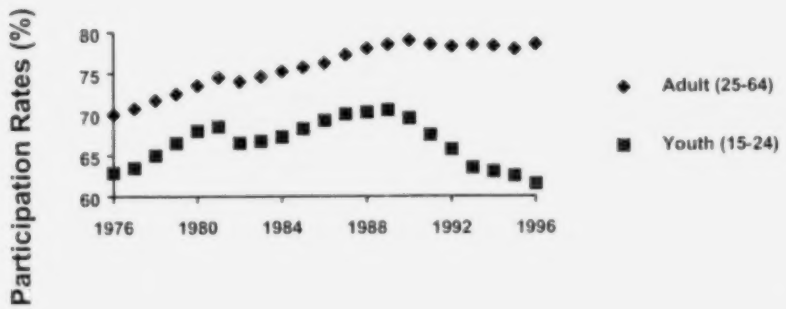
- *from its peak of 70.6% in 1989, the youth participation rate stands at 61.5% in 1996;*

- *career and job considerations, as well as poor job prospects add to the falling participation rate;*

- *a growing proportion of non-students are dropping out of the labour force. While the proportion of youth not in school and out of the labour force is relatively small (7%), they comprise a segment of the youth population that may be increasingly left behind.*

In Figure 8 the youth and adult participation rates between the years 1976 and 1996 are identified.

Figure 8
Canadian youth and adult participation rates for 1976 - 1996



(Source: Human Resources Development Canada, Labour Market Developments in Canada, February 1997)

4.2.2 *The Canadian Outlook : Economic Forecast*, by The Conference Board of Canada, reports that, in spite of the expected increase in jobs in the future, there is still a large percentage of available workforce. One of the reasons for this is the number of youth returning to the labour market. In the past, with youth employment at an all time low, more and more of the youth stayed at school and continued with their studies. With the prospects of employment improving, the youth are now ready to enter the workforce, with upgraded skills. By the year 2002, the participation rate of the youth in the labour force will increase to 66.8%, an increase of 1.9% from the 1997 figure of 64.9%. All told, the unemployed, the underemployed, and labour force re-entrants will be a significant source of available labour in the years ahead. This increase will ease the unemployment rate of 9.4% in 1996 to

the projected rates of 8.9% in 1998 and 8.7% in 1999.

(Source: The Conference Board of Canada. Canadian Outlook : Economic Forecast, Volume 13, Number 1, Autumn 1997)

4.2.3 The *Canadian Economic Observer, Statistical Summary for October 1997,* published periodically by Statistics Canada, provides readers with a series of graphs and tables dealing with financial and economic issues affecting the economy of Canada.

One of the series of graphs deals with labour market issues and provides the reader with visual glances on topics such as the *unemployment rate by age; employment rate by age; employment and labour income.* Figure 9 is a comparison of the labour force by age in Canada in the years 1993 - 1997. The reader can determine that, since 1994, the 15-24 age category in the labour force has been declining, whereas for the 25+ age category, as well as all participants in the labour force, the figures have increased.

Figure 9
Labour force - by age- 1993-1997

(Source: Statistics Canada. Canadian Economic Observer : Statistical Summary, October 1997)

4.2.4 Statistics Canada reports in *Canadian Social Trends*, that in 1921, 53% of the Canadian population aged 14 years and over was employed. In 1991, this figure increased to 60% for those aged 15 and over.

In September 1997, 65.0% of Canada's population were working, which is an increase in the participation rate of 0.2% from the same month in 1996.

(Source: Statistics Canada. Canadian Social Trends, Number 23, Summer 1993 and http://www.statcan.ca, November 1997)

4.2.5 The *Monthly Statistical Review*, published by the Bureau of Statistics, Saskatchewan, reports that the 15-24 year olds in the labour force in Saskatchewan had decreased from 111,200 to109,100 (-2,100) between July and August 1997 and further decreased by 4,400 in September 1997, to 94,700. This figure though is an increase of 8,000 when compared to the figures one year earlier, in September 1996.

(Source: Bureau of Statistics, Government of Saskatchewan. Monthly Statistical Review., Volume 23, Numbers 9 and 10, September and October 1997)

4.2.6 The latest release from the *Labour Force Survey* indicates that in Canada, in October 1997, there was an increase in youth 15-19 who were working, but a decrease in the 20-24 age level who were working. The drop in youth participating in the labour market caused the youth unemployment rate to drop from 17.2% in May 1997 to 16.3% in October 1997 for the 14-24 age cohort.

The release reports also that, since February 1997, employment among young adult men increased by 2.3% and for young adult women increased by 1.9%.

Since February 1997, more than half of the new jobs created in Canada were concentrated in the Province of Ontario. In Saskatchewan, new jobs increased by 2.4% (11,000 jobs). The national rate for employment growth in February 1997 was 2.1%.

(Source: Statistics Canada. The Labour Force Survey : Employment and Unemployment, October and November1997 and http://www.statcan.ca/english/subjects/labor/lfs/lfs-en.htm)

4.2.7 *Sask-Trends Monitor* reports the September 1997 employment rate for Saskatchewan, at 63.4%, is an increase of 1.3% from the same month in 1996. The report states that 85,000 of Saskatchewan's youth were employed in September 1997, an increase of 4.3% from September 1996.

(Source: Sask-Trends Monitor, Volume XIV, Number 10, October 1997)

4.2.8 Statistics Canada has announced the release of the following reports from *Census 1996:* Labour Force activities for Canada, will be produced in March 1998, Education Levels in April 1998, and Income levels in May 1998.

(Source: Statistics Canada, Census Update Reports, http://www.statcan.ca)

4.2.9 According to *NewsWatch*, The Saskatchewan Training Strategy : Bridges to Employment, is a successful project. The program matches training jobs in Saskatchewan's changing economy. The report states that the "JobStart/Future Skills" program was expanded in April 1997 and in the fall the program "Links to Employment" will begin. This program will provide basic employability skills to assist Saskatchewan people find jobs.

(Source: "MLA Report" NewsWatch, September 19, 1997)

4.2.10 The *Provincial Employment Conditions and Rankings for Youth 15-24,* lists ten youth labour market indicators which determine certain conditions for the youth in Canada. The indicators deal with *employment growth; employment rates; unemployment rates; school enrolment rate; employment status* and *employment earnings.* The report ranks each indicator by province and then provides an overall tally for the best province for all indicators. Saskatchewan ranked in the top spot for 1995 and 1996. Ontario, now in fifth spot, had been the leader for seven consecutive years in the 1980's.

Table 8 provides provincial employment and unemployment details for 1996. The data is based on the *Statistics Canada Labour Force Study.*

Table 8
Provincial employment comparisons and rankings for 1996

	Employment growth % 1996 from 1995		*Employment rate % with jobs*		*Full-time employment as % of total*		*Unemployment rate %*	
CANADA	**-1.6**	**Rank**	**51.6**	**Rank**	**54.4**	**Rank**	**16.1**	**Rank**
Newfoundland	-5.0	8	31.6	10	58.7	5	29.0	10
Prince Edward Island	0.9	2	54.5	4	61.5	1	18.7	6
Nova Scotia	-3.3	7	47.4	7	52.3	9	19.1	9
New Brunswick	-6.7	10	46.2	9	60.7	2	19.0	8
Quebec	-2.4	6	46.4	8	55.6	8	18.9	7
Ontario	-0.4	4	53.0	5	49.8	10	15.6	5
Manitoba	-1.0	5	60.6	1	57.8	6	12.8	3
Saskatchewan	0.8	3	56.5	3	59.9	4	12.2	1
Alberta	1.2	1	60.5	2	60.6	3	12.2	1
British Columbia	-5.1	9	52.6	6	56.9	7	15.2	4

(Source: People Patterns Consulting, Provincial Employment Conditions and Rankings for Youth 15-24, May 1997)

4.3 Youth Unemployment

4.3.1 The *Saskatchewan Economic News*, October 1997, records the youth unemployment rate in Saskatchewan as a decline of 1.6% for January - September 1996 and the same months in 1997.

(Source: Saskatchewan Economic News, October 1997)

4.3.2 The subject of youth unemployment is high on the public policy agenda and the *Canadian Business Review* reports that *The Canadian Imperial Bank of Commerce (CIBC)* has been concerned about this for some time. The article, *Employment : Youth's Rite of Passage* indicates that there is a mismatch in Canada between job opportunities and young people's education and training. The CIBC, two years ago, began researching youth unemployment and determined that too many of the youth are unemployed, yet even more are underemployed. The report states that the youth are overqualified in educational terms and underqualified in practical terms. In its first study *Youth Unemployment : Canada's Hidden Deficit,* the CIBC determined unemployment to be 50% higher than the national average and 20% worse than the average in the Organization for Economic Co-operation and Development (OECD) countries. CIBC identifies, that, in July 1995, the number of university graduates in Canada looking for work had grown considerably to 151,000, an increase from 58,000 in July 1990.

Recognizing the fact that the government needs to create more jobs, CIBC's report states that an alternative to youth employment is a *young entrepreneur* program. With new technology creating new opportunities and a growth in international trade, self employment is an increasingly important career option for Canada's youth. Therefore, the CIBC, the Canadian Youth Foundation, and other leading Canadian businesses, has created the Canadian Youth Business Foundation to provide mentoring, business and financial support to young Canadians between the ages of 18 - 29.

(Source: Flood, A.L.. "Employment : Youth's Rite of Passage" Canadian Business Review Summer 1996)

4.3.3 The *Financial Post* encourages business to give youth a helping hand. The editorial quotes the above mentioned CIBC study and states that "*...virtually every work-related indicator for youth paints a picture of a deteriorating and increasingly precarious employment situation for young people in the 1990's.*" These facts, the editorial reports, have significant impact on Canada. The *Financial Post* states that Canada loses out on its enormous educational investment; skills not used tend to erode; and financial costs for all social programs increase. The editorial quotes the CIBC chairman, who stated, "Canadian business has a responsibility to take an active role and join with government and education to try to find a solution" for this problem." The editorial suggested steps for companies and the government. Companies should:

- *look at their HR policies and how they might affect youth hiring;*

- *examine their strategies of community involvement, including corporate giving, to educational institutions and others;*

- *create a business council on youth employment.*

According to the editorial, government policy-makers should continue to eliminate barriers to business - and hence employment.

(Source: Editorial Opinion, The Financial Post, Volume 91, Number 20, May 17, 1997)

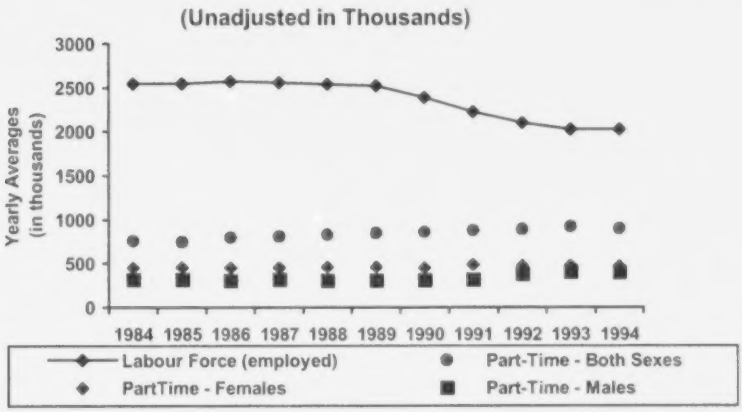
4.3.4 According to the report mentioned above [3.3.2] *Youth Employment : Canada's Hidden Deficit* - gender inequality exists when it comes to fluctuations in the unemployment rate for the youth. The report acknowledges the significant numbers of Canadian youth who are unemployed. The report states that when there is high unemployment, the rate of unemployed young male adults increases. Contrary to this phenomenon though, more university educated young males are employed than university educated young females.

In the last decade, the number of youth working part-time has doubled. Data from the report indicate that 43% of the youth are employed part-time. Of that figure, 45% are male and 55% are female. Many young adults, according to the report, have come to regard part-time work as a permanent fixture. The report cites an HRDC survey which indicates that two reasons the youth could be working part-time are *the lack of full-time jobs* and *more youth combining work and school to support their education.*

The report states that both youth unemployment and adult unemployment is due to *structural unemployment* affecting all OECD member countries. *Structural unemployment,* in today's context, is the "inability to adapt to changing markets in the emerging global economy." As Canada's economy expands globally, the writers of the report believe that it will be harder for the country to "mobilize its young labour force to become employed and thereby assist in becoming more globally competitive."

Figure 10 tracks the unemployment rate of 15-24 year olds between the years 1984 and 1994.

Figure 10
Canadian youth unemployment rates 1984 - 1994 (15-24 year olds)



(Source: Canadian Youth Foundation. Youth Employment : Canada's Hidden Deficit, 1995)

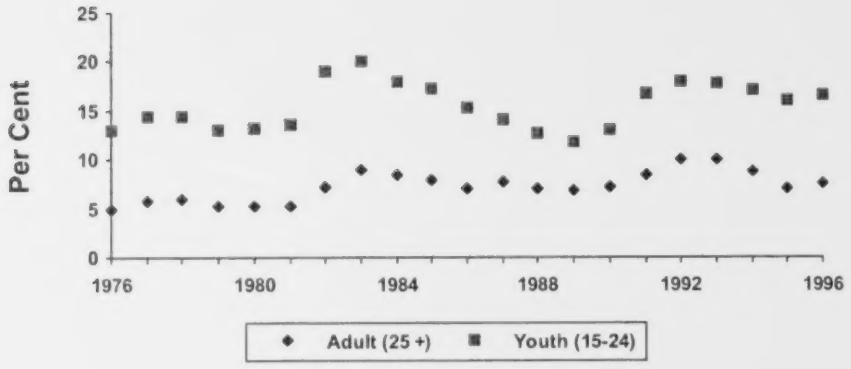
4.3.5 Deborah Read, in her article *The Young and the Jobless* reports that, in the spring of 1996, about 200,000 graduates began looking for jobs. Though the unemployment rates hovered around 16% for 15-24 year olds in 1996, Read states the real unemployment rates are much higher if one looks at the under-employed as well as those who have not found employment.

Read also reports that often graduates begin their working career with massive student loans, in the range of $20,000. There are a variety of payment measures, and credit counselling services caution the graduates to research these. Read states that some graduates set up their loans for long amortization periods. For example, the rate can often be anywhere from *prime plus 2.5%* to *prime plus 5.0%*. For example, on a $15,000 loan with a 12% interest rate for nine years, the final amount to be paid would rise a further $9,500, to $24,500.

(Source: Read, Deborah. "The Young and the Jobless" Report on Business Magazine, Volume 12, Number 9, April 1996)

4.3.6 In the data from the *Labour Market Developments in Canada* report, HRDC confirms that the prospect for employment for the youth of Canada is bleak. Youth unemployment, the report states, has continually exceeded that of the adult population. Figure 11 provides the reader with the fact that the youth unemployment rate is approximately twice the rate of the adult population.

Figure 11
Canadian unemployment rates 1976 - 1996



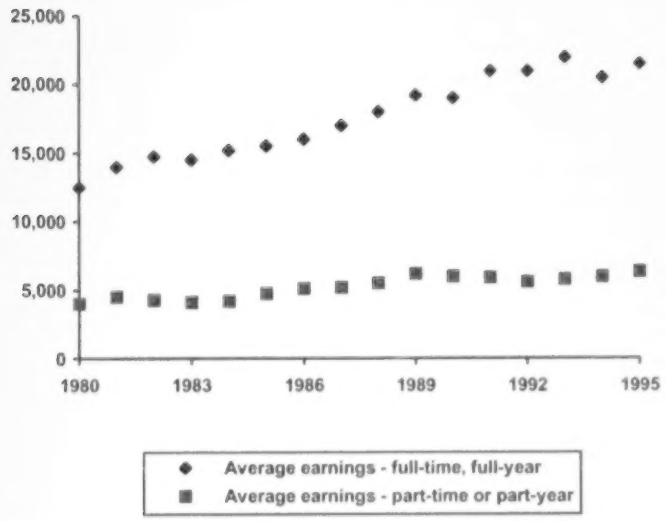
(Source: Human Resources Development Canada. Labour Market Developments in Canada, February 1997)

4.4 Youth Earning Levels

4.4.1 The *Provincial Employment Conditions and Rankings for Youth 15-24*, states that over the past seventeen years, the annual full-time earnings for youth has fluctuated. Figures for 1996 are not yet available. In 1980 the annual full-time earnings was $12,500 and rose gradually to $22,000 in 1993. In 1994 earnings decreased and rebounded a little in 1995 to $21,500 per annum. The Statistics Canada *Survey of Consumer Finances* reports that 27% of the youth in 1995 worked on a full-time, full-year basis. In Figure 12 the reader is provided with a visual view of both the full-time and part-time earnings of Canadian youth between the years 1980 and 1995.

Figure 12
Earnings of Canadian youth between 1980 and 1995,

full-time and part-time



(Source: People Patterns Consulting, Provincial Employment Conditions and Rankings for Youth 15-24, May 1997)

4.4.2 The article *Declining Earnings of Young Men,* by René Morissette, reports that, generally, newcomers in the job market earn low wages and as they gain experience, their salary increases. Morissette reports on data collected for two studies on low and high income earners.

The Morissette article was divided into two sections - earnings in the 1980's and earnings in the 1990's.

The 1980's

Morissette states that since the early 1980's it has taken longer for young men with low earnings to reach the higher earnings level, even as they gain experience. Between 1981 and 1988, the average salary rose 9% for those in the top 20% of male earners under 35, but fell 4% for those in the bottom 20% of earners in the same age category. Morissette indicates the discrepancies in earnings was impacted by changes in both hourly pay and in the number of hours worked for pay. Between 1981 and 1988, the hourly wages for those males aged 17 to 24 dropped by over 15%.

The 1990's

In the 1990's, the proportion of Canadian workers with low annual earnings increased, with the percentage higher among the younger workers - an

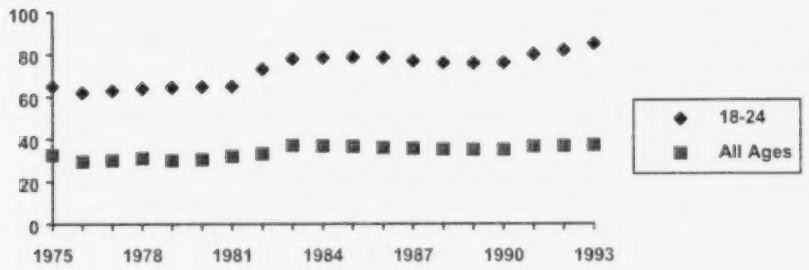
increase by 20 points among those males aged 18 to 24 from 65% to 85% between the years 1975 and 1993.

Taking into account the drop in real earnings and the high unemployment rates since the mid-1980's, Morissette, in the studies, discovered two reasons why the proportion of those with low earnings might have risen since the 1970's. The reasons discovered were - layoffs, long spells of unemployment or declining wages; or a high percentage of males receiving low wages when they enter the workforce for the first time, or re-enter after a lapse of time. Morissette discounted the former.

In concluding, Morissette writes that some of the difficulties young men faced in finding well-paid permanent jobs included the shift in manufacturing to lower-wage service sector jobs, and the demand for highly skilled workers. Morissette quotes "...firms may have used technology to pursue low-wage strategies that have depressed the earnings of young working men."

Figure 13 compares the percentage of male workers of all ages, with those aged 18-24, with annual earnings >$21,073 between the years 1975 - 1993.

Figure 13
Comparison of male workers of all ages, as well as those aged 18-24, with earnings of >$21,073 during 1975 - 1993



(Source: Statistics Canada. Canadian Social Trends, Number 46, Autumn 1997)

5.0 The Health of the Youth

5.1 Life Expectancy

One hundred years ago the life expectancy of men and women was 42 and 45 years respectively. In 1991 the expectancy had increased to 75 years and 81 years for men and women respectively. Most adults in Canada are in good health or have minor ailments. Health problems are more common among older people than the young. According to Statistics Canada, *Canadian Social Trends* reports that, in 1991, 89% of men and 86% of women aged 15-24 reported themselves to be in perfect health.

The reports states that those in the low socio-economic status are more likely to suffer from health problems. This is consistent with all age levels throughout the country. The factors used to determine the economic status were - *educational attainment, being employed or unemployed, being an unskilled worker, or living in a household with a low income.*

(Source: Statistics Canada. Canadian Social Trends, Number 37, Summer 1995)

5.2 Alcohol Abuse

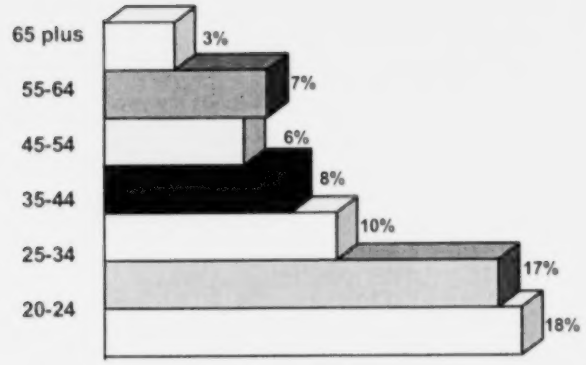
5.2.1 The *Canadian Social Trends,* in a report on *Alcohol Abuse,* states that young adults are more likely to be heavy drinkers. The results of the *1993 General Social Survey* reports that 85% of people aged 20-24 most likely consumed alcohol and do so more often than those in other age groups. The survey identifies that, in the age category 15-19, 69% of women and 64% of men consumed alcohol.

The report highlights that frequent heavy drinking is:

- *more common amongst those with only some post-secondary education;*
- *more common amongst those with lower incomes;*
- *increases with the number of drinking occasions.*

Figure 14 indicates the percentage of current drinkers reporting problems related to their drinking. The *1993 General Social Survey* reports that in the age category 15-24, there is a higher rate of alcohol problems than the other age categories.

Figure 14
Percentage of current drinkers in Canada in 1993, by age category, reporting drinking-related problems



(Source: Statistics Canada. Canadian Social Trends, Number 38, Autumn 1995)

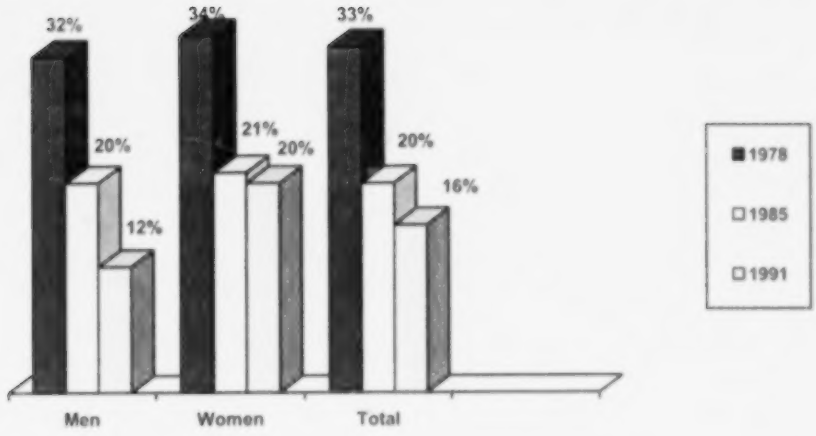
5.2.2 The results of the *National Population Health Survey (NPHS),* conducted in 1994, indicating that the level of drinking in Saskatchewan at 54% is near the national average of 55% . Quebec has the highest proportion of regular drinkers, at 59%, with Prince Edward Island the lowest at 42%. Alcohol consumption is influenced by age and income. Alcohol consumption decreases with age.

(Source: Sask-Trends Monitor, Volume XIV, Number 3, March 1997)

5.3 Smoking Abuse

5.3.1 In the report *Youth in Canada* by Statistics Canada, the writers state that, in 1991, the percentage of regular smokers had declined over previous years for the 15-24 age level. Figure 15 is a comparison of those aged 15-19 who were daily cigarette smokers in the years 1978, 1985 and 1991. The chart indicates that this trend is not continuing, according to the study in 1994.

Figure 15
Percentage of aged 15-19 who were daily smokers in 1978 / 1985 / 1991



(Source: Statistics Canada. Youth in Canada - Second Edition, March 1994)

5.3.2 Statistics Canada, in 1994, conducted a *Youth Smoking Survey (YSS)* with those aged 10-19 years of age. Warren Clark, in his article *Youth Smoking in Canada*, uses the data from the 1994 survey. Clarke states that teenagers experiment with "risky health behaviours" in order to appear mature or independent. There are many reports of the dangers of smoking to one's health but the teenagers ignore these warnings. The report indicates that the following have impacts on teenagers smoking habits:

- *friends influence teenagers behavior;*
- *parents influence smoking habits;*
- *other smokers at home have a greater influence than parents;*
- *schools influence smoking behavior;*
- *high achievers at school were less likely to smoke.*

Because of the high amount of cigarette smuggling from the United States to Canada, the federal government, in 1994, decreased the taxes on all tobacco, which reduced the cost of cigarettes. As a result of the reduced cost, smoking among teenagers increased. 19% of teenagers 15-19 began to smoke and 5% indicated they smoked more.

In 1995, *Health Canada* conducted a survey to determine how available cigarettes were to teenagers, even though it is illegal to sell cigarettes to

anyone under 18. The results were startling in that 52% of retailers reported a willingness to sell cigarettes to minors.

The article reports that the prevalence of smoking increases with age. For example, 5% of 12 year olds; 16% of those aged 15; 20% of 17 years olds and 33% of 19 year olds, smoke. Table 9 is a picture of the level of cigarette smoking among those aged 10-19.

Table 9
Levels of cigarette smoking 10-19 year olds - 1994

Level of Smoking	*Age 10-19*	*Age 10-14*	*Age 15-19*
Current Smoker	15	7	24
Daily	10	2	18
Occasional	5	4	6
Former Smoker	1	0	2
Never Smoked	83	93	74
Beginning	7	7	6
Past experimenter	12	10	14
Lifetime abstainer	65	76	54
Total	**100%**	**100%**	**100%**

(Source: Clark, Warren. "Youth Smoking in Canada" Canadian Social Trends, Number 43, Winter 1996)

5.4 Physical Activity

The *National Population Health Survey, 1994,* gathered data on the exercise and physical activity of Canadians. The report states that Saskatchewan residents are less likely to be physically active. Of the province's residents, aged 12 and older, 18% are physically active. The figure is low when compared to other provinces, with Alberta at 23% or the national average at 20%.

(Source: Sask-Trends Monitor, Volume XIV, Number3, March 1997)

5.5 Physical Disabilities

The *1986 Employment Equity Act* designated those with disabilities as one of the disadvantaged groups in the labour market. Since the *Act* was introduced, many advancements for equal employment have taken place, such as recruiting and hiring practices, professional development and training for all the designated groups. As well as employment advancements, there have been many other improvements and initiatives to assist those with disabilities. These include access to buildings and public transportation systems.

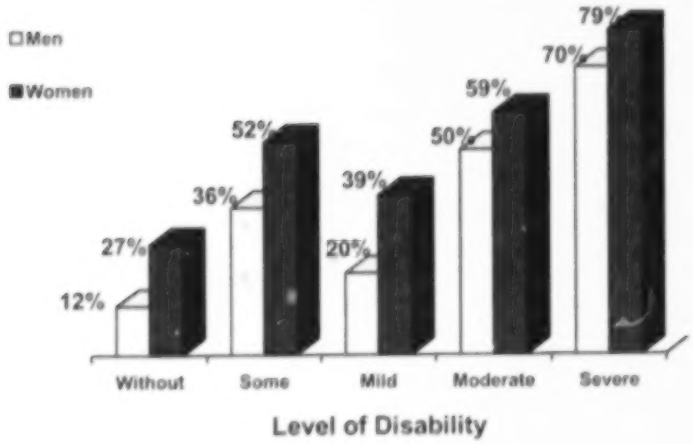
The *1991 Health and Activity Limitation Survey* reported that the disability rate among Canadians was higher in the older age levels. For example, the results of the survey reported that 7% of children under 5 and 46% of seniors were disabled. The youth of Canada came under the 15-34 age category and the disability rate in that age range was 8%.

Of that figure:

- 54% indicated that they were employed, either full or part-time;
- 30% were not in the labour force;
- 19% of those in the labour force were unemployed;
- in 1990 the average annual employment income was $3,000 below that of the non-disabled;

There are varying levels of disabilities and these impact on whether the participants are in the labour force or not. Figure 16 clearly indicates the percentages labour force rates of those with severe disabilities compared to those without a disability.

Figure 16
Percentage of aged 15-64 not in the labour force, by level of disability - 1991



(Source: "Employment of People with Disabilities" Canadian Social Trends, Number 38,, Autumn 1995)

6.0 Conclusion

Statisticians report that the percentage of youth in the Province of Saskatchewan will increase in the next twenty years. According to *Census 1996*, the population figure for the province was 1,019,600 and the youth accounted for 13.8% of the population. In five years (2001) the percentage of the youth in the province is projected to be 15.3% of the total Saskatchewan population. This is an increase of 1.5%, in five years. The increase is primarily due to the increase in the Aboriginal population of the province. The reader is reminded though that this will not totally be the same population cohort as in 1996.

People Patterns Consulting reports that in 1980, 75% of the youth were working full-time and that in 1995, this figure reduced to 48%. In 1993, those students in full-time attendance at school surpassed those who were working full-time.

The increase in the youth population and the fact that many of the youth are working part-time and/or remaining at school to further their education, will have significant implications for the education systems in the province - both K-12 and post-secondary.

The governments of Canada and the Province of Saskatchewan are cognizant of the plight of the youth in the country and both emphasize the need to ensure that the

youth are educated and well skilled to enter the workforce. Within six months of the announcement of Saskatchewan's *Training Strategy*, the provincial government has already put in place a $3.1 million pilot project to train and educate the youth who are on social welfare. As well, the Government of Canada recently announced that $6.5 million dollars has been awarded to the Province of Saskatchewan, designated to provide the youth with the technology skills to gain successful employment.

Statisticians report that the literacy levels of the population in the country impact both employees and employers. The literacy levels of the youth in the Province of Saskatchewan and the Province of Manitoba are stated to be higher than the levels in the other provinces in the country. Computer literacy levels of the youth in Canada indicate that 81% use a computer and are comfortable with the advances in telecommunications and computer technology. The higher literacy skills and computer skills improve employment opportunities for the youth, as well as improve employers' bottom line performance.

The unemployment rate of the youth in Canada has stabalized in the last few years, though still is well below the rates of adults in the 25+ age category. Initiatives, such as that developed by the Canadian Imperial Bank of Commerce and other agencies, to provide business and financial support to young entrepreneurial Canadians between the ages of 18-29 is to be commended. The businesses and financial institutions believe that, with new technology and the creation of new opportunities and growth in international trade, self employment is an important consideration for Canadian youth.

The 15-24 year olds today are provided more opportunities, than the youth in previous years, to improve their education and technological skills and gain employment. Even though earnings are based on experience as well as educational qualifications, it is up to governments to ensure that the youth are paid substantial earnings so that they become less dependent on social assistance programs.

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